

# 2021 Annual Report

## Kurri Kurri Public School



7422

# Introduction

The Annual Report for 2021 is provided to the community of Kurri Kurri Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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## Message from the principal

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This report reflects on the activities and programs occurring at Kurri Kurri Public School in 2021. In a year that has been severely impacted by the disruption of COVID-19, our school is pleased by the number of successes that we have achieved throughout the year.

Significant changes in the way in which classes operated and the levels of professional engagement by our teaching and support staff have seen considerable shifts in daily practices. This has resulted in many students exceeding expectations in regards to academic performance. As a school, we are committed to improving the capabilities of our students in the area of Literacy - it is our primary academic focus - and we have had considerable success. The flow on impact into other key learning areas from this improvement is evident in the data being collected from assessments conducted both internally and external of the school.

We are working to improve the physical environment and appeal of the school for our students. Revitalised playgrounds have included an expanded designated, safe-play area for our Support Unit, as well as new equipment in the Murrangang play area. New artworks and games have been printed on to the grounds throughout the school to engage students during breaks and to provide resources for outdoor learning activities.

Our school could not be the wonderful place that it is without the support of all the adults involved in the school. I am grateful of the efforts of teaching and non-teaching staff, our parents and families, volunteers and other community groups that assist our students to have the best school experience possible.

David Crowe - Principal

## School vision

Our school is about our children. The efforts of all adults within and associated with the school is to help improve the outcomes for these children each and every day.

We will help our children improve by knowing each child as an individual and working together to deliver well researched and well informed programs. At Kurri Kurri Public School we:

- aim high
- work together, and
- make informed decisions.

## School context

Kurri Kurri Public School is located in the traditional Coalfields area of the Hunter Valley. We have had a decreasing student population over the past three years; in 2021 the actual commencement enrolment was 566 students inclusive of our three support unit classes. Approximately 20% of our students are Aboriginal. The overall FOEI has been climbing - currently 152.

Our school is a historic feature of the wider community with many generations of families having close ties to the school. Even though we have a large population, the school is loosely broken into distinct playground areas for each Stage grouping which allows all students to access resources and play spaces; significant improvements to the school grounds are planned for 2021.

Given our high FOEI, the school attracts significant funding through the Resource Allocation Model (RAM). This funding has enabled the school to employ additional staff to keep class sizes smaller than average as well as implement a number of intervention and support strategies. The development of Aboriginal culture is enhanced through a solid program of ongoing activities and special days which are led by our wonderful student leaders. We engage with the local AECG on a regular basis as well as other local community groups such as the Kurri Kurri Community Centre and local service and sporting groups.

Our situational analysis involved reflection on school based and external data, consideration of findings through the SEF and External Validation conducted in Term 3, 2020 as well as extensive consultation throughout Term 4, 2020 and Term 1, 2021. Students, staff and families were given opportunities to provide feedback to the school through various surveys, interviews and workshops. The Cessnock local AECG were consulted in March 2021 to ensure that perspectives and plans for enhancing the outcomes for Aboriginal students and families had been well considered. From these interactions a number of key points were identified including:

- The need for staff to use data to inform practice and ensure that school based data aligns with external data
- That students need to work towards achieving High Expectations
- There is a need for consistency across the school in relation to well-being practices, behaviour management and academic programming
- That school needs to be fun and students want to attend school.

Kurri Kurri Public School is a member of the Kurri Kurri Learning Community as well as the Cessnock Network Professional Learning Community. These groups work to enhance transition practices at both ends of the primary continuum, build effective well-being practices, provide focus for district Aboriginal Education programs and allow for collaboration and development of improved teaching practices across all schools.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

Our focus is on improving the outcomes for each and every student regardless of their background. Maximising student growth is predicated on staff knowing each and every student, and the consistent use of data to drive effective teaching and learning..

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Personalised Learning drives student growth
- Data Driven Practices inform Teaching and Learning decisions
- Strategic Resource Allocations enhance our school programs
- The Importance of Reading is promoted as a life-long skill
- Fluency and accuracy in Numeracy for all students

### Resources allocated to this strategic direction

**Socio-economic background:** \$582,093.59

**School support allocation (principal support):** \$30,630.57

**Literacy and numeracy:** \$17,525.48

**QTSS release:** \$20,751.09

**Literacy and numeracy intervention:** \$94,179.12

**Low level adjustment for disability:** \$330,309.80

**English language proficiency:** \$5,952.21

**Early Action for Success (EAFS):** \$343,026.00

### Summary of progress

Significant changes in practice across the school have led to improvements in the use of data to inform teaching practices to ensure that targeted approaches are being implemented to support individual students. Two adults have been allocated to every class for each morning Literacy session which has made positive impacts upon the amount of time and quality of feedback that each child receives within their class. This strategy has also provided valuable opportunities for staff professional growth as peer colleagues have worked in collaboration to plan, monitor and review teaching and learning programs.

Our staff have been supported both within the classroom and in a collegial manner to enhance their daily practices to ensure students are exposed to quality teaching practices. We have had Instructional Leaders working closely with teachers to refine pedagogy and enhanced the knowledge of, understanding and use of data to improve teaching and planning.

Use of targeted funding as enabled the school to increase staffing levels to reduce class sizes across the board, as well as supplement the level of assistance provided to students through the allocation of additional School Learning Support Officers. In 2021, each of our Kindergarten classes were fortunate to have two adults working in the classroom at least 90% of the time.

The disruption of COVID-19 has caused significant impact however, through the intensive support that has been provided to students, progress in student learning is being achieved.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The % of students achieving top 2 bands in reading increases from <b>18.5% (baseline)</b> to <b>21%</b> by 2021.	NAPLAN results for 2021 showed that 27.45% of all students involved in these tests achieved in the top 2 bands in reading.
The % of students achieving top 2	NAPLAN results for 2021 showed that 13.51% of all students involved in

bands in numeracy increases from <b>12.3% (baseline)</b> to <b>14.5%</b> by 2021.	these tests achieved in the top 2 bands in numeracy. This result has not met the established target set in our plan; however the positive growth augers well for future progress.
The % of A&TSI students achieving top 3 bands in reading increases from <b>16.7% (baseline)</b> to <b>19.8%</b> by 2021.	NAPLAN results for 2021 showed that 41.38% of A&TSI students involved in these tests achieved in the top 3 bands in reading.
The % of A&TSI students achieving top 3 bands in numeracy increases from <b>28.4% (baseline)</b> to <b>30.4%</b> by 2021.	NAPLAN results for 2021 showed that 38.46% of A&TSI students involved in these tests achieved in the top 3 bands in numeracy.
The % of students achieving expected growth in reading increases from <b>42.9% (baseline)</b> to <b>46.7%</b> by 2021.	NAPLAN results for 2021 showed that 70.49% of all students involved in these tests achieved expected growth in reading.
The % of students achieving expected growth in numeracy increases from <b>44.7% (baseline)</b> to <b>48.0%</b> by 2021.	NAPLAN results for 2021 showed that 62.07% of all students involved in these tests achieved expected growth in numeracy.
Accurate data from 2020 analysed to establish baseline. Target to improve from baseline measure for Kindergarten students achieving Level 4 in understanding texts sub-element of the Literacy Progressions to increase by 5% within the year.	With changes occurring in curriculum focus for K-2, it is believed that changing to a focus on Phonological Awareness will be a more reliable target. Therefore, this progress measure will be altered for 2022 onwards to reflect this change.
Accurate data from 2020 analysed to establish baseline for the % of students demonstrating 0.4 growth in PAT assessments in Numeracy move to increase by 10% within the year.	Trials in PAT assessments were only conducted with a small cohort of students in 2020, therefore there is insufficient data to form a reliable baseline. School wide PAT assessments were conducted in 2021 and these will form the basis of future internal data analysis.
Accurate data from 2020 analysed to establish baseline for the % of students demonstrating 0.4 growth in PAT assessments in Reading move to increase by 10% within the year.	Trials in PAT assessments were only conducted with a small cohort of students in 2020, therefore there is insufficient data to form a reliable baseline. School wide PAT assessments were conducted in 2021 and these will form the basis of future internal data analysis.
All staff engage with PLAN2 to track student growth in literacy and numeracy.  Reliable data collected to determine baseline in literacy and numeracy.	There has been a significant increase in staff engaging with PLAN2 throughout 2021. The use of Check-In assessments have been impactful both on teacher programming and teacher practice but also providing valuable internal data. Whilst the initial start has been made, consolidation in 2022 should result in greater mastery by staff.
Staff are engaged with IL team/'expert' teachers to identify their own professional capacity in regular collection, analysis and use of data to guide teaching and learning.	Teaching staff are regularly engaged in dedicated collaborative PL with Stage based colleagues and Instructional Leaders. Through this practice staff are able to explore their strengths, areas for focus and support, and compare their own beliefs and practices with their peers.  Targeted, differentiated professional support in class by our Instructional Leaders to model and refine pedagogical practice to ensure quality lessons occur throughout the school. Modeled lessons and practice or specific observation and feedback has occurred in at least 82.5% of classes in 2021.

## Strategic Direction 2: Staff Professional Growth

### Purpose

All staff within the school contribute to the improvement of our students. It is paramount that all staff are engaged in meaningful professional growth with underpinning elements of collaboration, high expectations and effective feedback.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Staff continually develop their Excellence in Pedagogy
- Data drives our Cyclic Focus on Literacy & Numeracy
- Performance & Development drives Personal and Professional Growth
- Non-Teaching Staff are valued and their capacity enhanced

### Resources allocated to this strategic direction

**QTSS release:** \$100,000.00

**Socio-economic background:** \$115,000.00

**Professional learning:** \$47,835.76

### Summary of progress

The impact of COVID-19 has significantly interrupted the professional learning and development of staff throughout 2021. Due to isolation periods, staff were able to complete individual online learning courses and mandated Department of Education courses.

The school now has a pattern of regular testing and assessment, this along with collaborative analysis of data, is contributing to teachers delivering differentiated learning for individual students to maximise understand and enhance learning.

All staff across the school are engaged in the Performance and Development process which is contributing to assist all staff identify and work towards personal goals which collaboratively contribute to an improve school culture of learning and development. The use of Performance and Development systems extends beyond our teaching staff and encompasses all ancillary and support personnel within the school.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
At least one staff member is working towards HALT accreditation.  Executive staff will have had discussions with at least 3 identified staff to demonstrate how they would be supported to complete the HALT training.	At the commencement of 2021 one staff member was actively engaged in the HALT process; however, this staff member left the school. Upon reflection of this goal, it is felt that it may be too specific to be included in the SIP and the focus should remain on improving the practice of all staff.
At the conclusion of the year, staff can make the on-judgement call that the school is functioning at least at Sustaining & Growing in each of the 5 elements.	On 23 November, a meeting of the school executive team made on-judgement decisions regarding the School's progress against the SEF areas of the Teaching Domain as well as Educational Leadership. It was determined that in each of the five elements that the school is working at a Sustaining and Growing level.
PL tracking systems are in place to ensure that equitable allocation of PL resources (time/money) is spread across all staff.	Due to COVID-19 restrictions, staff were limited in their ability to engage with external professional learning. The advent of a working from home environment meant that all staff were able to ensure that they were able to complete all mandatory online courses as well as multiple focus areas (i.e.

<p>85% of staff can clearly articulate and recognise professional development that has enhanced their professional performance in the preceding 12 months</p>	<p>Literacy and Numeracy courses).</p> <p>100% of staff were able to identify at least one professional activity which has contributed to their enhanced learning or professional growth.</p>
<p>At least 85% of non-teaching staff are provided targeted PL that aligns with their roles. (PL may be internal or externally conducted courses).</p>	<p>SLSO staff were provided the opportunity to enhance their knowledge in assisting students with speech therapy programs. Eight staff (57%) received training in the Sound Scouts program which then enabled them to support students in their classes to better comprehend and understand phonic blends. An additional 36% of our SLSO staff had previously completed this training.</p> <p>Our Deputy Principal, with responsibility for SLSO personnel, delivered tailored PL on three afternoons to target specific needs of our staff. Areas covered included improving knowledge and application of teaching skills in Literacy and Numeracy.</p> <p>SASS staff represented 17% of attendees at available Connecting to Country courses conducted in 2021.</p>
<p>Opportunities exist for teachers to self nominate to be considered/mentored as a best practice teacher in Literacy or Numeracy.</p>	<p>A change in practice saw a greater focus on mentoring and peer learning through the engagement of Instructional Leaders in classroom routines. Teaching staff were provided the opportunity to identify areas for focused support.</p>



## Strategic Direction 3: School Culture

### Purpose

All members of our school community should want to be engaged and contribute to our school. This includes developing effective communication between all parties and ensuring that our students are at the core of what we do.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Connecting our Students with School
- Staff know our Community and Value our workplace
- Families choose to come to Our School
- Our Community are proud and engaged with Our School

### Resources allocated to this strategic direction

**Socio-economic background:** \$387,480.55

**Integration funding support:** \$334,121.00

**Low level adjustment for disability:** \$157,500.00

**Professional learning:** \$1,000.00

**Aboriginal background:** \$128,214.34

### Summary of progress

The societal issues occurring throughout 2021 has significantly impacted the ability of our school to address all of the measures identified in this Strategic Direction. Unfortunately, isolation and restrictions on social interactions have meant key programs have not been able to be fully addressed. That said, there have been a number of key milestones achieved that will have a positive impact on 2022 and beyond.

These initiatives include:

- Promotion work and processes to improve attendance by students.
- Improved visual appearance and community perception of the school through newly acquired playground equipment for Murrang and opening of the reconciliation Garden, as well as the initial planning of a new school uniform to be launched Term 1, 2022.
- Continuation of our Little Learners program to assist in transition to school.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Percentage of students attending school 90% of the time or more will increase from a baseline 65.2% (2018) to at least 70%. [Lower bound target = 71.3%]	Due to the consistent efforts of our Deputy Principal responsible for attendance, our data has had a significant increase in 2021. Students attending more than or equal to 90% of the time increased to 78% (from a 2 year average of 50.2%). This has been achieved through a collaborated approach between the Deputy Principal and class teachers to follow up on attendance patterns. Positive attendance has been a feature of our fortnightly newsletter and social media posts.
At least 75% of A&TSI students have at least one family member attends the school to participate in 3-way conversations to prepare and/or review PLPs.	A very successful afternoon event was conducted during Term 1 which coincided with the official opening of our Reconciliation Garden. This event was successful in attracting 86% of our Aboriginal families and enabled teaching staff to complete PLP plans with family members in attendance.  The school has also redeveloped a nearby classroom into a Cultural Centre which acts as a base for our culture groups, a meeting place for Aboriginal meetings and hopefully a family/community room to help enhance engagement with the school.

<p>Initial 360 customer satisfaction survey conducted and findings analysed to determine areas of need or reinforcement.</p>	<p>Not conducted in 2021 due to the disruptive nature of COVID-19.</p>
<p>As a minimum, data through TTFM shows growth in the Advocacy and Expectations domains equal to 2020 or increasing by at least 5% points whilst Belonging grows by at least 12.5%.</p>	<p>Advocacy at school results showed a 16% growth to 96%.</p> <p>Expectations for success results showed a 10% growth to 98%.</p> <p>Sense of belonging results showed a 2% growth to 56%. It is evident that this is an area for concerted attention in 2022 and beyond. It may also be reflective of the lack of opportunities for student connection to the school during 2021 due to COVID-19.</p>
<p>Analysis of 2020 PMES identifies 3-5 key topics areas for staff improvement/support aim to have 60+% positive responses.</p>	<p>Significant improvements in the data collected through the People Matter Employee Survey show a marked improvement in staff satisfaction across numerous areas. In 2020, staff satisfaction was recorded below 60% in nine domains; this compares to only 3 domains being below 60% in 2021.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$334,121.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kurri Kurri Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Connecting our Students with School</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Engagement of suitably experienced School Learning Support Officers to provide in-class and playground assistance.</li> <li>• Time allocations for staff to engage in professional learning to better meet the specific need of individual/groups of students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All students identified through the Integration Funding Support program are provided appropriate assistance either in-class or in the playground. This has ensured that students are supported academically, socially and physically to attempt to maximise their engagement and participation in school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continual review of students eligible to access Integrated Funding Support.</p>
<p>Socio-economic background</p> <p>\$1,084,574.14</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kurri Kurri Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Strategic Resource Allocations enhance our school programs</li> <li>• Personalised Learning drives student growth</li> <li>• Connecting our Students with School</li> <li>• Families choose to come to Our School</li> <li>• Staff continually develop their Excellence in Pedagogy</li> <li>• Non-Teaching Staff are valued and their capacity enhanced</li> <li>• Data drives our Cyclic Focus on Literacy &amp; Numeracy</li> <li>• Staff know our Community and Value our workplace</li> <li>• Our Community are proud and engaged with Our School</li> <li>• The Importance of Reading is promoted as a life-long skill</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Provision of two adults in every classroom for morning sessions to maximise learning opportunities (especially in Literacy).</li> <li>• supplementation of extra-curricular activities</li> <li>• engage with external providers to support student engagement and retention including, but not limited to, Sport in Schools Australia physical education program. <ul style="list-style-type: none"> <li>• providing students with access to educational materials, uniform, equipment and other items including excursion subsidies and provision of free transportation to several key school events and activities.</li> <li>• additional staffing to implement intensive Literacy and Numeracy programs to support identified students with additional needs in conjunction with the COVID ILSP program.</li> </ul> </li> </ul> <p><b>The allocation of this funding has resulted in:</b> Provision of intensive support to support and extend students in the key areas of Literacy and Numeracy. Enhanced opportunities for staff to work together to develop best pedagogy.</p>

<p>Socio-economic background</p> <p>\$1,084,574.14</p>	<p>Provision of opportunities for more families to engage in school activities by reducing overall costs</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>          Analyse the effectiveness and long-term potential of 2021 staffing allocations to assess viability.          Review the ways in which this funding is utilised across the school to ensure equity and access of all students.</p>
<p>Aboriginal background</p> <p>\$128,214.34</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kurri Kurri Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Connecting our Students with School</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• creation of high quality school literacy resources available in every classroom</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Pathways</li> <li>• employment of additional staff to support literacy and numeracy programs</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the Personalised Learning Pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in:</b>          Our school has programs in place to support our Aboriginal students and families. Freshly launched physical features such as the Reconciliation Garden and Cultural Room provide a connection for our students and a base from which activities and lessons can be delivered.          Improved opportunities to develop understanding of history and culture are being enhanced through the provision of quality literacy resources in every classroom and weekly Culture Groups supported by Youth Express.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>          There is a need to solidify the role and position of an Aboriginal Education Officer (AEO) within the school. This role will be key in coordinating future growth of community and family programs to ensure that Aboriginal education and culture is embraced by all members of our school community.</p>
<p>English language proficiency</p> <p>\$5,952.21</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kurri Kurri Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning drives student growth</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement Individual Educational Plans for all EAL/D students</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> </ul>

<p>English language proficiency</p> <p>\$5,952.21</p>	<p><b>The allocation of this funding has resulted in:</b>  Targeted support and additional release for staff directly working with students identified as requiring assistance has been provided. Given the small amounts available, these funds are encompassed in the larger pool of funds to support students with personalised learning plans.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Improve monitoring of progress by LaST coordinator.</p>
<p>Low level adjustment for disability</p> <p>\$487,809.80</p>	<p>Low level adjustment for disability equity loading provides support for students at Kurri Kurri Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning drives student growth</li> <li>• Connecting our Students with School</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• support for students in social skills development, behaviour and emotional regulation and improved academic performance.</li> <li>• employment of Speech Pathologist to develop phonological awareness, articulation, receptive and expressive language and self-regulation for identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  The employment of key personnel (both class teachers and SLSO) ensure that our students are supported both in the classroom and playground. These supports assist students to access the curriculum effectively as well as learn and manage social behaviours.  KKPS runs an effective speech therapy program for our incoming Kindergarten students to identify issues and address areas of deficit within this cohort. This program is endeavouring to improve the phonological awareness and knowledge of our students so that they may quickly engage with the sounds, letters and words key to literacy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Review of current practices to assess the effectiveness of current employment patterns to meet the collective needs of our students</p>
<p>Professional learning</p> <p>\$48,835.76</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Kurri Kurri Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Staff continually develop their Excellence in Pedagogy</li> <li>• Data drives our Cyclic Focus on Literacy &amp; Numeracy</li> <li>• Connecting our Students with School</li> <li>• Performance &amp; Development drives Personal and Professional Growth</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• In every class across the school, two staff work collaboratively to deliver effective Literacy sessions. In many cases, this involves planning,</li> </ul>

<p>Professional learning</p> <p>\$48,835.76</p>	<p>assessment and analysis of student learning to provide direction on future instruction by both professionals.</p> <ul style="list-style-type: none"> <li>• Middle leaders (AP/DP) participated in the LEED initiative to enhance their capacity to lead and drive effective collaborative and reflective practices.</li> <li>• Our school participates in the research study led by the University of Newcastle into Quality Teaching Rounds.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Enhanced levels of peer teaching and mentoring by Instructional Leaders. Change of focus from staff being led by Instructional Leaders, to working collectively towards common goals.  Weekly collaborative learning sessions where staff work in Stage groups to develop, review, assess and analysis student learning.  Strong emphasis on the use of quality literature to enhance Aboriginal perspectives in all classes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Self nomination by KKPS to participate in early adoption of the new Literacy Curriculum in Stage 1.  Continued focus on enhanced reading programs across all levels of the school.  Targeted support of staff to deliver effective phonics based programs.</p>
<p>Beginning teacher support</p> <p>\$74,225.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Kurri Kurri Public School during their induction period.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Targeted professional development was provided to all Beginning Teachers including on-class support and after hours PL</li> <li>• Time allocation provided to Executive to provide class observations and feedback.</li> <li>• Additional time provided to Beginning Teachers to complete programming and report writing.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  All beginning teachers successfully completed their programming and report requirements displaying enhanced proficiency as the year progressed. Approximately 20% of these staff completed their NESA accreditation requirements in 2021; with many others progressing towards completion in 2022.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continuation of targeted professional support for these early career teaching staff.</p>
<p>School support allocation (principal support)</p> <p>\$30,630.57</p>	<p>School support allocation funding is provided to support the principal at Kurri Kurri Public School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning drives student growth</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Funding is used to supplement programs and staffing across the school</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p>

<p>School support allocation (principal support)</p> <p>\$30,630.57</p>	<p>Collectively, RAM funding assists in reducing class sizes by the engagement of additional teaching staff to support students across the school. In addition, a second Deputy Principal is engaged to help manage various aspects of school operation such as WHS management and induction processes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Review the second Deputy Principal position to assess the viability of this role beyond 2022.</p>
<p>Literacy and numeracy</p> <p>\$17,525.48</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kurri Kurri Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning drives student growth</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of an additional Learning and Support intervention teacher</li> <li>• teacher release to engage staff in collaboration with peers in their specific year group as well as Instructional Leaders</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Enhanced professional dialogue and deeper understanding of best teaching practices across the school. Better teaching practices occurring in classes and aligned assessment and evaluation practices as a result of consistent teacher judgement. Alignment of internal data, report comments and grades and external assessment sources.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Focused development of phonics based strategies to enhance reading strategies especially focused in K-2.</p>
<p>Early Action for Success (EAfS)</p> <p>\$343,026.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Kurri Kurri Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices inform Teaching and Learning decisions</li> <li>• Fluency and accuracy in Numeracy for all students</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of Instructional Leader to support literacy and numeracy programs</li> <li>• lead analysis of student performance data with whole school and stage teams</li> <li>• employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy</li> <li>• employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Significant levels of peer mentoring and professional in-class support to enhance teaching practices. Targeted professional development of middle leadership team in leading staff through the effective use of assessment and data to drive future</p>

<p>Early Action for Success (EAfS)</p> <p>\$343,026.00</p>	<p>learning. Many teaching staff have reported a higher level of understanding and appreciation of the uses of data to inform their practice through the work of the EaFS team and other executive staff.</p> <p>Review and development of a structured assessment scheduled incorporating DET check-in assessments, NAPLAN and phonics screening from Yr2 - Yr6</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>In light of new curriculum being introduced in all KLAS, KKPS has nominated to become an early adopter of the new Literacy curriculum for Year 1 in 2022. Analysis of this program and likely implications for Kindergarten and other year groups will be considered.</p> <p>Provision of training for staff on incorporating decodeable texts into an effective reading program.</p>
<p>QTSS release</p> <p>\$120,751.09</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kurri Kurri Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning drives student growth</li> <li>• Staff continually develop their Excellence in Pedagogy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• implementation of Quality Teaching Rounds to strengthen quality teaching practices</li> <li>• additional teaching staff to implement quality teaching initiatives</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Additional classes being formed to reduce the overall size of classes across the school. This has contributed to greater teacher:student face to face time, and helped to distribute personalities across more classes.</p> <p>Supported programs to enhance teacher professional practices through collaboration and greater focus on the effective use of assessment and data to drive future teaching.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Supplement the allocation of Assistant Principal, Curriculum &amp; Instruction to enable the school to have two full-time positions.</p>
<p>Literacy and numeracy intervention</p> <p>\$94,179.12</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Kurri Kurri Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning drives student growth</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of an Instructional Leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</li> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> </ul>



<p>Literacy and numeracy intervention</p> <p>\$94,179.12</p>	<p><b>The allocation of this funding has resulted in:</b>  High quality in-class mentoring and support has been achieved in 85% of classes across the school. Targeted support, negotiated by the class teacher and the Instructional Leader, has supported key aspects of literacy and numeracy including writing, additive strategies, and open ended mathematics. IL staff were also key in training staff in the analysis and use of information from standardised assessments including Snapshot assessments, NAPLAN and phonological awareness checks.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  90% of staff are more confident and recognise the value in deep analysis of student assessment data to guide future teaching and learning. Both Instructional Leaders identify that their role has changed and that they facilitate rather than lead professional conversations. This remains a focus for 2022.</p>
<p>COVID ILSP</p> <p>\$425,782.50</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy.</li> <li>• providing intensive small group tuition for identified students who are not progressing at an appropriate rate compared to prior growth rates.</li> <li>• leading/providing professional learning for COVID educators</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Through the use of these funds, and the allocation of alternate RAM funds, we have been able to provide a tutor to each year cohort from Year 1 to Year 6. The level of intensive support has contributed to students maintaining or exceeding peer growth in the key areas of literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Due to the disruption of COVID-19, this program needs to continue with an increased focused on rapid, small group withdrawal programs.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	344	316	284	266
Girls	324	317	296	290

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.4	92.6	90.4	91.5
1	92.5	91.4	91.5	90.6
2	92.2	90.6	87	91.9
3	90.9	90.5	86	90.4
4	90.6	89.2	87.2	87
5	89.6	88.5	88.4	88.4
6	89.1	89.2	84.9	88
All Years	91.1	90.2	87.8	89.6
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

## Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	23.15
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	2.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	7.06

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	686,501
<b>Revenue</b>	8,171,298
Appropriation	8,061,765
Sale of Goods and Services	2,618
Grants and contributions	106,718
Investment income	197
<b>Expenses</b>	-8,311,289
Employee related	-7,327,254
Operating expenses	-984,034
<b>Surplus / deficit for the year</b>	-139,991
<b>Closing Balance</b>	546,510

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	260,452
<b>Equity Total</b>	1,706,550
Equity - Aboriginal	128,214
Equity - Socio-economic	1,084,574
Equity - Language	5,952
Equity - Disability	487,810
<b>Base Total</b>	4,534,032
Base - Per Capita	147,856
Base - Location	0
Base - Other	4,386,177
<b>Other Total</b>	847,533
<b>Grand Total</b>	7,348,568

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

Kurri Kurri Public School were pleased by the growth demonstrated in student results over multiple areas of the NAPLAN assessment. Our intensive programs, focusing on literacy skills, appear to have contributed to an improvement in our data. In multiple areas, our results showed greater levels of growth as compared to statistically similar school groups.

# Parent/caregiver, student, teacher satisfaction

## Parents/Caregivers

As the Parent & Citizens' Association of Kurri Kurri Public School, we are very pleased with the progress occurring at our school both in the aesthetic appearance and the ongoing academic progress of learning for our children.

It is clear that the school is endeavouring to provide all of our student with an appealing and engaging environment in which to learn and play. The revitalisation of the Murrangang playground and establishment of a dedicated playground for our Support Unit greatly enhance the opportunities for our students. In addition, the opening of the Reconciliation Garden in term 1, has provided a much needed focal point for our Aboriginal and cultural programs.

Our students are being taught by dedicated teachers and staff. There is a clear focus on the enhancement of literacy skills for our students which the P&C has been happy to support through the purchase of additional resources. The impact of COVID has disrupted learning in many ways but the flexibility and support provided by staff has been greatly appreciated.

Looking forward, the P&C is focused on continuing to support the great work of our school staff by investigating strategies to improve family and community engagement. We are also looking forward to seeing the introduction of our new school uniform in 2022 which has been a focus project of the P&C in 2021.

Nicole Butler

P&C President 2022

## Students

Our Stage 2 and Stage 3 students participated in the Tell Them for Me survey. Analysis of the data collated shows that students feel extremely supported in the school as demonstrated through high positive reactions in the categories of 'Advocacy at School' (93% positive) and 'Expectations for Success' (93%). An area for immediate focus for 2022 is to implement strategies to increase the positive reaction for students to 'Sense of Belonging' (56% positive).

## Staff

Evaluations completed by staff in 2021 showed considerable appreciation and impact of the the various professional practices that have been implemented across the school including the focus on Literacy in each morning session where two adults are allocated to work in every classroom and the specific allocation of additional time to work collaborative as a year cohort to focus on assessment, data analysis and reporting. Staff report increased levels of collegiality across the various roles across the school.



# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Aboriginal Education - School statement

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Kurri Kurri Public School strives to provide meaningful experiences for all of our students to enhance their knowledge and understanding of Aboriginal history and culture.

We are very proud to have Aunty Judy West, a member of the Stolen Generation, as a member of our staff. Her knowledge and personal story is invaluable in helping our students, staff and families to understand history and the value and importance of reconciliation. Aunty Judy leads a number of programs within the school targeted towards our students who identify as Aboriginal. She is also a valuable member within our school Aboriginal Education Team that drives educational programs within classes.

In 2021, the school has invested in quality texts for each of our classrooms. These resources are regularly used by staff in teaching programs as well as providing additional reading materials for our students.

Our school provides an avenue for our Aboriginal students to meet and discuss issues relevant to them through our Mighty Burras program. This student led group has provided input into NAIDOC celebrations, Reconciliation Day activities, as well as structured play activities based on indigenous games. The executive of the Mighty Burras participate in the term based meetings of the Korriell Wonnai AECG Leadership days.

In 2021, the school partnered with Youth Express to conduct weekly programs for our Aboriginal students which included stories, cultural awareness, art and dance. Students in this group contributed to artworks displayed in Newcatsle Museum and a student member represented the school at the raising of the Torres Strait Islander flag in Newcastle City.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Anti-Racism - School statement

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Our school has two designated ARCOs that have consulted with the school executive on any matters involving racist behaviours.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

## Multicultural and anti-racism education - School Statement

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Kurri Kurri Public School endeavours to promote tolerance and acceptance into all members of our school community. We participate in specific designated days such as World Harmony Day, and incorporate cultural activities into our curriculum on a regular basis to ensure real learning about acceptance and difference occurs rather than tokenism and one-off events.